

**THE AMERICAN UNIVERSITY IN CAIRO  
CENTER FOR ADULT AND CONTINUING EDUCATION  
AID ENGLISH LANGUAGE TRAINING PROGRAM**

**END-OF-CONTRACT REPORT**

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1989-1996**

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## INTRODUCTION

This report highlights the achievements of the CACE/USAID English Language Training Program from 1989 to 1996. Besides providing statistics on the number of trainees, number of classes, average class size, attrition, and number of tests administered, it focuses on the changes that were made in the program in response to the needs of USAID, as identified in the Technical Assistance Report of August 1992. Recommendations for increasing the efficiency of future phases of the program are also provided.

### Enrollment:

During the period September 1989 to July 1996, a total of **6785** trainees received English language training in a total of **522** classes. As seen in Table 1, the largest number of classes offered was at the Elementary B level, where **2285** trainees enrolled in **167** classes, and at the Elementary A level, where **2057** trainees enrolled in **162** classes. At the Intermediate level, **1395** trainees enrolled in **124** classes. In the Advanced General level, **1025** trainees enrolled in **82** classes, and in the Advanced Academic level, **607** trainees enrolled in **53** classes. The smallest number of classes was that of the Academic Writing course, where only **21** trainees enrolled in **4** courses.

**TABLE 1**  
**NUMBER OF CLASSES (CL) AND TRAINEES (TR) BY LEVEL AND YEAR**

YEAR	LEVEL												ALL	
	EA		EB		I		AG		AA		AW		CL	TR
	CL	TR	CL	TR	CL	TR	CL	TR	CL	TR	CL	TR		
89-90	16	230	23	348	17	247	11	156	8	85	0	0	75	1066
90-91	20	282	20	281	16	206	10	125	6	69	0	0	72	963
91-92	19	262	19	262	16	190	12	141	9	113	0	0	75	968
92-93	21	268	20	312	14	179	9	140	10	127	1	7	75	1033
93-94	21	251	20	311	15	216	10	134	8	96	1	5	75	1013
94-95	23	280	21	287	14	166	10	119	6	60	1	5	75	917
95-96	21	242	22	242	16	191	10	105	5	41	1	4	75	825

All	162	205	167	2285	124	1395	82	1025	53	607	4	21	522	6785
		7												

EA = Elementary A

AG= Advanced General

I = Intermediate

AA= Advanced Academic

AG= Advanced General

AW= Academic Writing

The highest number of trainees who received training during the seven years of the contract was in 1989-90, during which **1066** trainees received training. This was followed by a total of **1033** trainees in 1992-93 and **1013** trainees in 1993-94. Enrollment was lower in the years 1991-92, 1990-91, and 1994-95, when the total number of trainees every year was **968**, **963**, and **917** respectively. The lowest number of trainees who attended English language training was in 1995-96, when only **825** trainees enrolled. This was due to the fact that round 2 did not begin until November 1, when the contract with USAID was officially extended. As a result of this delay, the schedule for the even rounds had to be condensed, and each class ran for three and a half hours per day, instead of three hours. (See Appendix I for the 1995-96 Schedule of Training Rounds). Many trainees found this schedule too demanding, and either chose not to enroll in an even round, or dropped out after they had attended a few classes.

### Average Class Size:

As seen in Table 2, the average class size ranged from **14.2** in 1989-90 to **11.0** in 1995-96, with an overall average class size of **13** during the life of the contract. The decrease in the average class size in 1995-96 was inevitable, due to the delay of the contract extension, as mentioned above.

As seen in Table 2, the level that had the highest overall average class size was the Elementary B level, followed by the Elementary A level, which were also the levels that had the largest overall number of trainees respectively, as seen in Table 1. Although the

Intermediate level had an overall number of trainees that exceeded the overall number of trainees at the Advanced General and Advanced Academic levels, the overall average class size of the Advanced levels was higher than that of the Intermediate level. This is because the number of candidates eligible for these levels at any one round was usually large enough to fill a section or two of each, but not large enough to divide them into more classes in order to accommodate the trainees' preferred schedules.

The lowest average class size was that of the Academic Writing level which was offered for the first time in 1992-93. This was to be expected since not all trainees needed to take this course in order to achieve their objectives. In other words, only trainees who were interested in learning how to write a research paper, or who needed to do so, enrolled in the Academic Writing course.

**TABLE 2**  
**AVERAGE CLASS SIZE BY LEVEL BY YEAR**

YEAR	LEVEL						ALL
	EA	EB	I	C AG	AA	AW	
89-90	14.4	15.1	14.5	14.2	10.6	0	<b>14.2</b>
90-91	14.1	14.1	12.9	12.5	11.5	0	<b>13.4</b>
91-92	13.8	13.8	11.9	11.8	12.6	0	<b>12.9</b>
92-93	12.8	15.6	12.8	15.6	12.7	7	<b>13.8</b>
93-94	12	15.6	14.4	13.4	12	5	<b>13.5</b>
94-95	12.2	13.7	11.9	11.9	10	5	<b>12.2</b>
95-96	11.5	11	11.9	10.5	8.2	4	<b>11.0</b>
<b>All</b>	<b>12.7</b>	<b>13.7</b>	<b>11.3</b>	<b>12.5</b>	<b>11.5</b>	<b>5.25</b>	<b>13.0</b>

**Trainee Population:**

Table 3 shows the number of trainees from each of the 75 employing agencies who sent candidates for English language training during the life of the contract. The employing agency which sent the largest number of trainees for English language training was the National Agricultural Research Project. During the life of the contract, the National Agricultural Research Project sent **1949** trainees. The next highest number of trainees was **762** from the Ministry of Irrigation, followed by **499** from the General Organization for Sanitary Drainage, **418** from the Public Finance Administration, **406** from the General Organization for Greater Cairo Water Supply, **326** from the National Agricultural Research Project Seeds Component, **322** from Non-Project Training groups, and **264** from the Decision Support Services Project. As Table 3 shows, six employing agencies sent between 100 and 200 trainees, seven sent between 50 and 100 trainees, and twelve sent between 20 and 50 trainees. All other projects sent fewer than 20 trainees.

**TABLE 3**  
**NUMBER OF TRAINEES IN DESCENDING ORDER**

<b>EMPLOYER NAME</b>	<b>TRAINEE</b>
NATIONAL AGRICULTURAL RESEARCH PROJECT	<b>1949</b>
MINISTRY OF IRRIGATION	<b>762</b>
GENERAL ORGANIZATION FOR SANITARY DRAINAGE	<b>499</b>
PUBLIC FINANCE ADMINISTRATION	<b>418</b>
GENERAL ORGANIZATION FOR GREATER CAIRO WATER SUPPLY	<b>406</b>
NATIONAL AGRICULTURAL RESEARCH PROJECT/SEEDS COMPONENT	<b>326</b>
DECISION SUPPORT SERVICES PROJECT	<b>264</b>
NON-PROJECT TRAINING	<b>242</b>
NATIONAL AGRICULTURAL RESEARCH PROJECT/POLICY COMPONENT	<b>176</b>
NATIONAL CENTER FOR JUDICIAL STUDIES	<b>160</b>
GENERAL ORGANIZATION FOR INDUSTRIALIZATION	<b>124</b>
EGYPTIAN GENERAL PETROLEUM CORPORATION	<b>115</b>
PEACE FELLOWSHIP PROGRAM	<b>113</b>
THE BINATIONAL FULBRIGHT COMMISSION	<b>102</b>
CHILD SURVIVAL PROJECT	<b>98</b>
AGRICULTURAL POLICY REFORM PROGRAM	<b>97</b>
THE ORGANIZATION FOR EXECUTION OF THE GREATER CAIRO WASTEWATER PROJECT	<b>68</b>

CENTRAL AUDITING ORGANIZATION AUTHORITY	66
EGYPTIAN ENERGY MANPOWER DEVELOPMENT PROJECT	63
AGRICULTURAL PRODUCTION CREDIT PROJECT	51
DEMOCRATIC INSTITUTION SUPPORT PROJECT	50
NON-PROJECT TRAINING/PRESS	47
EGYPTIAN ELECTRICITY AUTHORITY	46
EGYPTIAN EDUCATIONAL PLANNING PROJECT	42
NON-PROJECT TRAINING/HISTORICAL BLACK COLLEGES & UNIVERSITIES	33
SCHISTOSOMIASIS RESEARCH PROJECT	32
MINISTRY OF HEALTH/SYSTEMS DEVELOPMENT PROJECT	30
MINISTRY OF INTERNATIONAL COOPERATION	30
NATIONAL POPULATION COUNCIL	26
MINISTRY OF IRRIGATION/IRRIGATION IMPROVEMENT PROJECT	25
MINISTRY OF MANPOWER AND TRAINING	25
COST RECOVERY FOR HEALTH PROJECT	21
STATE INFORMATION SERVICE	20
CENTRAL AGENCY FOR PUBLIC MOBILIZATION	19
ENERGY CONSERVATION & EFFICIENCY PROJECT	16
INSURANCE ORGANIZATION	16
DIARRHEAL DISEASES RESEARCH & REHYDRATION CENTER	15
ELECTRICITY DISTRIBUTION AUTHORITY	14
TEACHING HOSPITAL ORGANIZATION/ FAMILY PLANNING CENTRAL OFFICE	13
AFRICAN AMERICAN LABOR CENTER	12
MINISTRY OF EDUCATION	12
RESEARCH TRIANGLE INSTITUTE	12
MAIN SYSTEM MANAGEMENT PROJECT	11
JOINT WORKING GROUP	10
COOPERATIVE HEALTH PROJECT	8
MISSIONS DEPARTMENT	8
CUSTOMS ADMINISTRATION	7
EGYPTIAN EDUCATIONAL PLANNING PROJECT/RESEARCH TRAINING INSTITUTE	7
FAMILY PLANNING PROJECT	7
BASIC EDUCATION II	6
ENERGY CONSERVATION & EFFICIENCY PROJECT/DEVELOPMENT RESEARCH AND TECHNOLOGICAL PLANNING CENTER	6
PRESS SYNDICATE	6
EL AZHAR MEDICAL SCHOOL	5
ENERGY CONSERVATION & ENVIRONMENTAL PROTECTION PROJECT	5
REGIONAL CENTER FOR TRAINING IN FAMILY PLANNING	5

BASIC EDUCATION II/ SPECIAL EDUCATION	4
MINISTRY OF CIVIL AVIATION	4
EGYPTIAN CIVIL AVIATION AUTHORITY	3
FAMILY OF THE FUTURE	3
NEW & RENEWABLE ENERGY DEVELOPMENT & UTILIZATION AUTHORITY	3
CLINIC SERVICES IMPROVEMENT PROJECT	2
GIZA GOVERNORATE	2
MINISTRY OF STATE FOR ADMINISTRATIVE DEVELOPMENT	2
NATIONAL CONTROL OF DIARRHEAL DISEASE PROJECT	2
ORGANIZATION FOR ENERGY PLANNING	2
PUBLIC SECTOR INFORMATION CENTER	2
WATER RESEARCH CENTER	2
EGYPTIAN PHARMACEUTICAL TRADING COMPANY	1
LOCAL DEVELOPMENT II	1
MINISTRY OF EDUCATION/SPECIAL EDUCATION	1
MINISTRY OF HEALTH	1
NATIONAL AGRICULTURAL RESEARCH PROJECT/EXECUTIVE OFFICE NEW INITIATIVES	1
POPULATION FAMILY PLANNING PROJECT	1
POWER OF EGYPT	1
SMALL FARMER PRODUCTION PROJECT	1
<b>TOTAL</b>	<b>6785</b>

### Attrition:

As Table 4 shows, the overall attrition rate was **11%**, i.e. **7610** trainees enrolled and **825** were dropped for exceeding the allowed number of hours of absence, or withdrew for personal reasons or work commitments. Thus, the total number of trainees who completed the courses they enrolled in was **6785**.

**TABLE 4**  
**RATE OF ATTRITION BY EMPLOYER**

EMPLOYER NAME	NO. OF TRAINEES	NO. OF DROP OUTS	NO. OF TRAINEES WHO COMPLETED TRAINING	ATTRITION %
NEW & RENEWABLE ENERGY DEVELOPMENT & UTILIZATION AUTHORITY	10	7	3	70
AFRICAN AMERICAN LABOR CENTER	25	13	12	52
LOCAL DEVELOPMENT II	2	1	1	50
EL AZHAR MEDICAL SCHOOL	8	3	5	38
CLINIC SERVICES IMPROVEMENT PROJECT	3	1	2	33
GIZA GOVERNORATE	3	1	2	33
NATIONAL CONTROL OF DIARRHEAL DISEASE PROJECT	3	1	2	33
WATER RESEARCH CENTER	3	1	2	33
PEACE FELLOWSHIP PROGRAM	165	52	113	32
INSURANCE ORGANIZATION	22	6	16	27
STATE INFORMATION SERVICE	27	7	20	26
DEMOCRATIC INSTITUTION SUPPORT PROJECT	67	17	50	25
FAMILY OF THE FUTURE	4	1	3	25
NATIONAL CENTER FOR JUDICIAL STUDIES	207	47	160	23
BASIC EDUCATION II/ SPECIAL EDUCATION	5	1	4	20
MINISTRY OF IRRIGATION/IRRIGATION IMPROVEMENT PROJECT	30	5	25	17
DECISION SUPPORT SERVICES PROJECT	316	52	264	16
ENERGY CONSERVATION & EFFICIENCY PROJECT	19	3	16	16
PUBLIC FINANCE ADMINISTRATION	493	75	418	15
RESEARCH TRIANGLE INSTITUTE	14	2	12	14
GENERAL ORGANIZATION FOR SANITARY DRAINAGE	571	72	499	13

AGRICULTURAL PRODUCTION CREDIT PROJECT	58	7	51	12
GENERAL ORGANIZATION FOR GREATER CAIRO WATER SUPPLY	461	55	406	12
MINISTRY OF HEALTH/SYSTEMS DEVELOPMENT PROJECT	34	4	30	12
DIARRHEAL DISEASES RESEARCH & REHYDRATION CENTER	17	2	15	12
MISSIONS DEPARTMENT	9	1	8	11
AGRICULTURAL POLICY REFORM PROGRAM	109	12	97	11
NON-PROJECT TRAINING/HISTORICAL BLACK COLLEGES & UNIVERSITIES	37	4	33	11
EGYPTIAN EDUCATIONAL PLANNING PROJECT	47	5	42	11
THE BINATIONAL FULBRIGHT COMMISSION	113	11	102	10
MINISTRY OF IRRIGATION	844	82	762	10
CHILD SURVIVAL PROJECT	108	10	98	9
SCHISTOSOMIASIS RESEARCH PROJECT	35	3	32	9
NON-PROJECT TRAINING	264	22	242	8
NATIONAL AGRICULTURAL RESEARCH PROJECT	2113	164	1949	8
NATIONAL POPULATION COUNCIL	28	2	26	7
TEACHING HOSPITAL ORGANIZATION/ FAMILY PLANNING CENTRAL OFFICE	14	1	13	7
THE ORGANIZATION FOR EXECUTION OF THE GREATER CAIRO WASTEWATER PROJECT	72	4	68	6
EGYPTIAN ENERGY MANPOWER DEVELOPMENT PROJECT	66	3	63	5
CENTRAL AGENCY FOR ORGANIZATION AND ADMINISTRATION	69	3	66	4
NATIONAL AGRICULTURAL RESEARCH PROJECT/SEEDS COMPONENT	338	12	326	4
MINISTRY OF INTERNATIONAL COOPERATION	31	1	30	3
EGYPTIAN GENERAL PETROLEUM CORPORATION	118	3	115	3
NATIONAL AGRICULTURAL RESEARCH PROJECT/POLICY COMPONENT	180	4	176	2
EGYPTIAN ELECTRICITY AUTHORITY	47	1	46	2
GENERAL ORGANIZATION FOR INDUSTRIALIZATION	126	2	124	2
NON-PROJECT TRAINING/PRESS	47	0	47	0
MINISTRY OF MANPOWER AND TRAINING	25	0	25	0
COST RECOVERY FOR HEALTH PROJECT	21	0	21	0
CENTRAL AGENCY FOR PUBLIC MOBILIZATION	19	0	19	0

ELECTRICITY DISTRIBUTION AUTHORITY	14	0	14	0
MINISTRY OF EDUCATION	12	0	12	0
MAIN SYSTEM MANAGEMENT PROJECT	11	0	11	0
JOINT WORKING GROUP	10	0	10	0
COOPERATIVE HEALTH PROJECT	8	0	8	0
CUSTOMS ADMINISTRATION	7	0	7	0
EGYPTIAN EDUCATIONAL PLANNING PROJECT/RESEARCH TRAINING INSTITUTE	7	0	7	0
FAMILY PLANNING PROJECT	7	0	7	0
BASIC EDUCATION II	6	0	6	0
ENERGY CONSERVATION & EFFICIENCY PROJECT/DEVELOPMENT RESEARCH AND TECHNOLOGICAL PLANNING CENTER	6	0	6	0
ENERGY CONSERVATION & ENVIRONMENTAL PROTECTION PROJECT	5	0	5	0
REGIONAL CENTER FOR TRAINING IN FAMILY PLANNING	5	0	5	0
MINISTRY OF CIVIL AVIATION	4	0	4	0
EGYPTIAN CIVIL AVIATION AUTHORITY	3	0	3	0
MINISTRY OF STATE FOR ADMINISTRATIVE DEVELOPMENT	2	0	2	0
ORGANIZATION FOR ENERGY PLANNING	2	0	2	0
PUBLIC SECTOR INFORMATION CENTER	2	0	2	0
EGYPTIAN PHARMACEUTICAL TRADING COMPANY	1	0	1	0
MINISTRY OF EDUCATION/SPECIAL EDUCATION	1	0	1	0
MINISTRY OF HEALTH	1	0	1	0
NATIONAL AGRICULTURAL RESEARCH PROJECT/EXECUTIVE OFFICE NEW INITIATIVES	1	0	1	0
POPULATION FAMILY PLANNING PROJECT	1	0	1	0
POWER OF EGYPT	1	0	1	0
SMALL FARMER PRODUCTION PROJECT	1	0	1	0
<b>TOTAL</b>	<b>7610</b>	<b>825</b>	<b>6785</b>	<b>11</b>

As the table indicates, the employing agencies which sent the largest number of trainees had relatively low attrition rates. For example, the National Agricultural Research Project had an attrition rate of **8%**, the Ministry of Irrigation had **10%** attrition, the General Organization for Greater Cairo Water Supply had **12%** attrition, and the General Organization for Sanitary Drainage had an attrition rate of **13%**, which is only **2%** above the average. This was due to the fact that the training officers for these projects were remarkably active in terms of planning ahead and obtaining commitment from their candidates. Please see the section on **Recommendations** for suggestions regarding decreasing the attrition rate.

### **Testing:**

In addition to training, the CACE/AID English Language Training Program administered a total of **15,809** Pre-TOEFL and Institutional TOEFL screening and final tests. The number of screening tests administered was **11,235**, while the number of final tests at the end of the Advanced General and Advanced Academic courses was **4,574**.

Four screening test sessions were scheduled per week from September to July every year. The Institutional TOEFL was administered in one of these sessions, while the Pre-TOEFL was administered in the other three.

As Table 5 shows, the largest number of screening tests was administered in 1989-90, also the year in which enrollment was the highest. The smallest number of screening tests was administered in 1995-96, which corresponds with the lowest enrollment. For suggestions regarding increasing enrollment, please see the section on **Recommendations**.

**TABLE 5**  
**NUMBER OF TESTS**

<b>TESTS</b>	<b>Contract years</b>							
	89-90	90-91	91-92	92-93	93-94	94-95	95-96	<b>ALL</b>
SCREENING	2050	1603	2393	1787	1245	1392	765	<b>11235</b>
FINAL	1066	963	968	978	274	179	146	<b>4574</b>
TOTAL NUMBER	3116	2566	3361	2765	1519	1571	911	<b>15809</b>

**Program Evaluation:**

The CACE/AID Program was visited by an evaluation team from Georgetown University, during the period from June 3 to July 1, 1993. The mission of the team was to assess the effectiveness and efficiency of the USAID funded English language training in Egypt and to identify strengths and weaknesses related to the design and implementation of the program. The team met extensively with the Program Director and the Program Coordinator. Some of the issues that were discussed were curriculum, testing, resources, class schedules, faculty qualifications, supervision and evaluation procedures. By distributing a questionnaire, the team also elicited the teachers' perceptions of the goals of the program, as well as its strengths and weaknesses. The data collected from this questionnaire helped identify certain concerns that the teachers felt should be addressed. Some of these concerns had to do with the intensive nature of the courses, especially when trainees were not given release time from their professional responsibilities. Another important concern was that trainees came to the program without clear goals and objectives regarding why they were undergoing English language training. The data also showed that there was a concern that the program was test driven, as TOEFL scores were the decisive factor in determining trainees' success and their promotion from one level to another. These concerns were discussed with the USAID Project

Officers and it was decided that AUC/CACE would work together with USAID to identify the issues where solutions were feasible.

Regarding the intensive nature of the course, the USAID project officers asked that no changes be made until a new contract begins. As for release time, it was not possible to guarantee that trainees would be given this privilege, since it was strictly the employers' prerogative, not AUC's or USAID's. However, training officers were asked to encourage employers to give release time to the candidates they nominate for training whenever possible. The concern that the program was test driven was addressed. It was decided that USAID would allow CACE to make immediate changes in the curriculum, and in the policy regarding trainees' promotion from one level to the next. These changes will be described in the section on **Curriculum and Testing**.

The evaluation team's report commended the quality of the program. It described the program administrators and teachers as "...well-qualified professionals who are deeply involved in their responsibilities and profession. The overall quality of the faculty and the administrative support is excellent and compares most favorably with similar high-quality EFL programs in the US." The report recommended modifications in certain areas, especially curriculum, in order to better meet the trainees' needs. Based on the recommendations of the Georgetown team, as well as feedback regularly elicited from trainees during the third week of each course and at the end of every round, many innovations were implemented. To a large extent due to the smooth and cooperative work relationship between AUC and USAID it was possible to implement these innovations in order to better meet the trainees' immediate and long term needs. A detailed description of these innovations will follow.

### **Curriculum and Testing:**

During the past three years, many innovations in the area of curriculum and testing were implemented. In response to the recommendations made by the Georgetown evaluation

team, the curricula for all levels were revised in order to make it more communicative, and to focus more on developing writing skills and intercultural awareness.

The curricula of the Elementary A, Elementary B and Intermediate level courses were completely changed. An integrated skills approach was introduced and a new series of textbooks was adopted. The new curricula were designed so that by the end of the Intermediate level course, trainees would be able to use English at work, interact comfortably with American counterparts, and participate in training programs in the US. Specifically, the curricula were revised to help trainees improve in listening, speaking, reading and writing; express their ideas and talk about their lives, jobs, interests and hobbies; and develop conversational skills so that they can respond appropriately, and begin and continue a dialogue easily. Other changes included attention to longer reading and listening passages; the ability to write short essays, letters, and summaries of reading passages; and American culture, with the purpose of preparing trainees to discuss the similarities and differences between their culture and that of the US. The activities in the Elementary A, Elementary B and Intermediate level courses included working in pairs and small groups, editing one's own writing and that of other trainees, reading stories and articles, discussing various topics, giving short presentations, practicing listening comprehension, and discussing grammar, vocabulary and reading texts.

The curriculum of the Advanced General and that of the Advanced Academic courses were revised, but not entirely changed as in the case of the Elementary A, Elementary B and Intermediate level courses. In addition to preparing the trainees for the TOEFL, the new curricula focused on developing the trainees' ability to communicate effectively in English so that they would be able to use it in interacting with American counterparts in their workplace, actively participate in training programs in the US, succeed in American university graduate programs, and function successfully in the US. Although many of the activities in these advanced courses were similar to those in the Elementary and Intermediate level courses, they were carried out in more depth in order to be appropriate to the English proficiency level of the advanced trainees. In the Advanced General and Advanced Academic courses, the

trainees developed their ability to listen to and understand lectures and presentations. They also practiced giving presentations. These courses helped the trainees further improve their conversational ability in English, increase their reading speed, and develop their reading skills as they read and analyze various articles, short stories, and other genres in English. Grammar points with which trainees have problems were reviewed. In these courses, improving the trainees' writing skills was emphasized.

A new Academic Writing course was designed and implemented. Trainees who enrolled in this course were required to have successfully completed an Advanced Academic course, or scored 500 or more on the TOEFL. The need for such a course was identified by the Georgetown evaluation team as a result of a questionnaire they had administered to faculty advisors in the US before the team came to Egypt. The findings of this questionnaire showed that USAID trainees enrolling in US universities were lacking in research writing skills. The first part of the course focused on improving the trainees' writing skills. Trainees practiced organizing ideas using an outline, developing these ideas, and writing with unity and coherence. Process writing was emphasized, and trainees were required to write, critique, edit and rewrite multiple drafts. The second part of the course focused on the research writing process. The trainees learned techniques for generating topics for research, writing an outline, developing a working bibliography, writing a thesis statement and developing the introduction, body and conclusion of the research paper. They learned how to use sources to support their arguments, and how to properly acknowledge each source. During the course, the trainees watched and discussed up-to-date video tapes that showed them how to use an American university library. The trainees were then given a guided tour of the AUC library, where they learned how to find sources using the card catalogue, as well as the CD-ROM and on-line data-base facilities. They were also allowed to check out up to three books at a time. Some of the topics that trainees wrote papers on included: The Effect of Increasing Carbon Dioxide on the World Economy; The Necessity of Farm Fish Production; The Undesirable Effects of the Gulf War; and The Joint Venture as an International Company.

A description of each course offered was written and distributed to the trainees on the first day of classes each round. The description included a summary of the course content, the materials used, attendance and homework policies and an explanation of how the trainees would be evaluated. Giving these course descriptions to the trainees proved very helpful in letting the trainees know from the beginning what to expect and what was expected of them in each course.

It was decided that trainees at the Elementary A, Elementary B and Intermediate levels would not take the Pre-TOEFL as an exit test, since the Pre-TOEFL is a proficiency test and does not reflect the trainees' achievement in the course. Instead, achievement tests based on the new curriculum were developed and used for continual assessment during the course, as well as for final assessment at the end of the courses. Teachers' evaluation of the trainees' performance and participation was also taken into consideration in deciding whether or not trainees were ready for promotion to the next level.

At the Advanced General and Advanced Academic levels, the trainees continued to take the Institutional TOEFL as an exit test. However, the trainees' scores on the Institutional TOEFL were no longer the sole criterion in determining their success in the courses, as had been the case in the past. The teachers' evaluation of the trainees' performance in the area of writing, speaking, listening and note-taking became another criterion in the assessment of the trainees' success.

At the Elementary A, Elementary B and Intermediate levels, trainees' results were reported on a pass/fail basis. At the Advanced General level, trainees' results on the Institutional TOEFL were reported, but no gain scores were reported, since most of the trainees at this level had been promoted from the Intermediate level, and therefore had no TOEFL entry scores for comparison. At the Advanced Academic level, trainees' results on the Institutional TOEFL as well as the average gains they made were reported. In addition, the median was also reported in order to accurately reflect the score gains, especially for small classes. As for the Academic Writing course, trainees were given a pass/fail grade at the end of the

round, based on their performance throughout the course, and their completion of an acceptable term paper. As per the recommendation of the Georgetown evaluation team, the end-of-course trainee evaluations were modified to include a teacher assessment as to how many rounds a trainee would need in order to meet his/her English training goal.

A new computerized data base that allows for effective tracking of individual trainee progress was created. This database, managed by CACE's Administrative Affairs Office, contained a record for each trainee who enrolled in the program as of 1992-93. A record of each trainee, which shows the courses he/she has taken and his/her scores at the end of each course, can be obtained immediately if needed.

Because language learning is a cumulative process, a decision was made that trainees should not be allowed to skip levels, even if their performance in any given course was outstanding. This new policy helped shift the focus from mainly wanting to obtain a certain score on a standardized test, to actual language learning over an elongated period of time.

As seen in Table 6, the high overall failure rate that ranged from 35% to 40% throughout the academic years 1989-90 to 1992-93 dropped to 16%, 17% and 18% in 1993-94, 1994-95 and 1995-96 respectively, i.e., after the innovations in the curriculum, and the change in the policy of determining trainees' success and promotion from one level to the other had been fully implemented. However, the failure rate at the Advanced General and Advanced Academic levels was still very high.

At the Advanced General level, the high failure rate was due to the fact that there was a perceived gap between the level of the Intermediate and Advanced General courses. The curriculum of the Intermediate level course was communicative and did not prepare the trainees for a standardized proficiency test. On the other hand, the curriculum of the Advanced General level was more academic and geared toward a standardized test. It was, therefore, not surprising to find that the pass rate among trainees who made a direct entry into the Advanced General level was higher than the pass rate among those who were

promoted from the Intermediate level. This confirms that the trainees who successfully completed the Intermediate level course were not necessarily ready for the Advanced General course. To overcome this problem, CACE recommended in the 1993-94 Narrative Report to USAID the creation of a new course level that would be called "Transition," to eliminate the gap between the Intermediate and Advanced General levels. The proposed course would focus on solidifying what had been learned in the Elementary A, Elementary B and Intermediate level courses. It would focus on improving reading and writing skills, as well as test-taking strategies and familiarization with the TOEFL. At the end of this course, the trainees would be required to take a writing test, and the Pre-TOEFL. At the time the creation of this new "Transition" course was recommended, USAID considered it a major change in the structure of the program, and requested that it be postponed until the beginning of a new contract.

As Table 6 shows, the failure rate at the Advanced Academic level was high. This was due to the fact that the Advanced Academic level covered a range of 50 points, which made it difficult for trainees to score out of this level, even though they may have shown remarkable progress as measured by their exit scores on the Institutional TOEFL. In 1989-90, as a result of teacher feedback and annual program evaluation, the Advanced Academic level was divided into two courses: Advanced Academic A and Advanced Academic B. That year, the failure rate at the Advanced Academic level was the lowest compared to other levels, and to the following years. Unfortunately, due to the fact that there were usually not enough trainees to fill an Advanced Academic A or Advanced Academic B class, while there were enough combined to fill an Advanced Academic class with the extremely wide range of 50 points, a decision was made to combine the two courses again, and allow trainees who did not achieve a passing score to repeat the Advanced Academic course, upon the recommendation of their teachers.

**TABLE 6**  
**FAILURE RATE**

Year	EA	EB	I	AG	AA	AW	Average Failure %
1989-90	33	40	29	41	22		35
1990-91	37	44	38	36	52		40
1991-92	39	44	33	27	58		40
1992-93	41	36	31	26	60	0	38
1993-94	8	5	12	42	50	0	16
1994-95	18	10	5	39	38	0	17
1995-96	20	9.5	7	45	46	25	18
<b>TOTAL</b>	28	27	23	36	49	5	30

EA = Elementary A AG= Advanced General  
I = Intermediate AA= Advanced Academic  
AG= Advanced GeneralAW= Academic Writing

In developing the plan for the new curricula and the accompanying changes in testing, it was taken into account that the goal of the trainees was not only to attain the call forward score required by USAID, but also to be able to understand and communicate effectively in spoken and written English, so they could successfully complete training courses or academic work in the US. It was also taken into consideration that trainees needed to understand American culture, and develop intercultural awareness and tolerance, so that they would be able to cope with life in the US, and develop good working relationships with American counterparts on the job in Egypt.

**Cultural Orientation:**

Since one of the goals of USAID is to send trainees to the US for academic study or short-term technical training, the Georgetown team recommended increasing the cultural component of the CACE/AID English Language Training Program. In response to this recommendation, a three-hour cultural orientation workshop was designed for the Advanced

Academic classes. The goal of this workshop was to provide an opportunity for trainees at the Advanced Academic level to better understand and appreciate American culture, and to promote intercultural awareness and tolerance. Videos illustrating important aspects of American culture and academic life in the US were shown and discussed. Typical problems that foreign trainees face in the US were identified. The reasons these problems occur and how they can be avoided or overcome were discussed. Guest speakers were often invited to these sessions to talk about their own experiences with culture shock and cultural misunderstandings that were due to a lack of awareness of the “other” culture. When available, returned trainees who had attended English language training in the program were invited to share their experiences in the US. In the evaluations that were administered at the end of every workshop, the trainees indicated that many of the questions they had about life in the US were answered. They also mentioned that they felt these workshops were an excellent way to enhance their understanding of American culture and prepare them for life in the US.

### **English Club:**

The aim of this extracurricular activity, which the CACE/AID English Language Training Program started in 1989 was to provide an opportunity for trainees to use English in meaningful situations outside the classroom, and learn about different aspects of American life. Some of the themes that were chosen for English Club meetings during the past seven years include: family ties in the US; American lifestyles; American holidays; work ethics; relationships; and the American educational system.

The format of English Club meetings varied depending on the chosen theme. A committee of program teachers was formed every year to plan and organize these meetings. Usually, one or more of the teachers gave a brief introduction of the topic and raised some questions that the meeting would address. When appropriate, video tapes from AUC’s audio/visual center

were used to illustrate points. The trainees were usually divided into small groups, and at least one teacher sat with each group to guide them through tasks and activities that helped the trainees better understand the topics that were discussed. Sometimes the teachers performed skits and involved the trainees in role-play. Panel discussions with American panelists who were willing to share their experiences with the trainees were popular activities in English club meetings. The trainees appreciated having the opportunity to meet Americans and communicate with them in English about issues that were important to them, outside class. After every English Club meeting, the teachers followed up with their trainees in class on the issues discussed in the meeting. The themes of English Club meetings were determined based on feedback elicited from the trainees in class and at the end of every club meeting.

Unlike Cultural Orientation workshops which were designed for the Advanced Academic classes only, English Club meetings were open to trainees at all levels. Attendance of each club ranged from 50 to 60 trainees. In the evaluations administered at the end of every English Club meeting, trainees indicated that they found these meetings informative, interesting and useful. They also mentioned that they appreciated having the opportunity to practice their English outside class for real communication.

### **Professional Development:**

Another enrichment feature of the CACE/AID English Language Training Program was its continual support of the professional development of its team members, which reflected on the quality of the program. Every year, an internal professional development program was planned. Professional presentations were given to and by program faculty. In these presentations, faculty members introduced topics of interest to them in the field of teaching English as a foreign language, and related them to the CACE/AID English Language Training Program. Some of the topics that were covered were: Using the Internet; How to Build a Better Test; Ideas for Giving and Rating Oral Tests; Responding to Trainees' Writing;

Strategies for Teaching Speaking and Writing; and Teaching Techniques. These presentations have been an excellent forum for the exchange of ideas, and enhancing cooperation and collaboration among the members of the team.

In addition to the ongoing internal professional development program, the CACE/AID English Language Training Program hosted presentations by a number of scholars in the field of TEFL/TESL. The most recent presentation was given by Gayle Nelson of Georgia State University, on “Intercultural Communication Concepts.” Kay Westerfield of the University of Oregon gave a presentation on “Learning Strategies and their Role in Oral Skills Development.” Madeline Ehrman of the Foreign Service Institute in Washington, D.C., presented “Tolerance of Ambiguity and Other Personality Factors.” Other scholars who presented in the CACE/AID English Language Training Program include: Anita Wenden of the City University of New York, who gave a presentation on “Learner Autonomy and the Language skills;” Anne Lomperis, ESP Consultant for the Academy for Educational Development, who presented “Designing ESP Courses;” John Swales of Iowa State University, who gave a presentation entitled “English for Academic Purposes;” and Rebecca Oxford of the University of Alabama, who presented “New Roles for Language Trainees” and “Language Learning Styles and Strategies.” These presentations helped the team members become aware of new developments in the field of English language teaching.

The CACE/AID English Language Training Program also encouraged its team members to submit proposals to national and international conferences. Faculty whose proposals were accepted for presentation at international conferences such as that of the Teachers of English to Speakers of Other Languages (TESOL) and the International Association of Teachers of English as a Foreign Language (IATEFL), received professional development grants from CACE to attend these conferences, and when they returned, presented an overview of the conferences they attended and shared new ideas to which they had been exposed with the other members of the program, as part of the internal professional development program described above. Among the most relevant current trends that conference attendees brought back is the importance of incorporating current global themes

such as the environment, peace education, culture, nationalism and ethnic conflicts, in EFL classes. Another important concept is that people should not only learn to tolerate and accept other cultures, but also learn to appreciate them. Such ideas were incorporated in the curriculum of the CACE/AID English Language Training Program. In 1995-96, CACE funded three members of the program team to present at the TESOL Convention in Chicago, Illinois, USA, and one to present at the International Conference on Expanding Horizons in English Language Teaching in Thailand. Among these presentations were “The Challenge of Managing Diversity and Conflict” by Amina Makhlouf, “Cloze” by Michael Bowen, and “Bringing Interest, Context and Authenticity to Pronunciation Teaching” by Mona Grant. For a complete list of conference presentations by members of the program team, see Appendix II.

At the TESOL Convention every year, the Program Head visited publishers’ exhibits, and obtained the most up-to-date materials in the field of English language teaching, to be considered for use in the CACE/AID English Language Training Program. The Program Head also interviewed prospective teachers there, in order to increase the pool of highly qualified teachers who would be hired to teach in the program, should there be any vacancies. This made it possible for the program to be fully staffed at all times during the life of the contract, and to maintain its binational nature of 50% American and 50% Egyptian or non-American faculty.

### **Resources:**

The CACE/AID English Language Training Program curricula were reviewed annually by a committee of program faculty, and changes were made when necessary. The need for these changes was determined by feedback elicited from all the teachers in the program, based on their trainees’ performance during the previous year. Copies of new books which the

Program Head obtained at the annual TESOL conferences were thoroughly reviewed by the team members, and upon their recommendation, selected books were purchased from the US through the AUC bookstore. These books either replaced some of those used as class texts, which were given to the trainees to keep, or became part of the program's supplementary materials library, where class sets of books were kept and were used by the trainees in class or overnight at home. In addition to books, instructional audio and video tapes were available. Some of these tapes accompany the assigned texts, and others accompany supplementary texts. Trainees were allowed to check out certain tapes to use at home, while other tapes were for class use. Over the years, the program acquired numerous class sets of materials which, together with materials developed by the program teachers, made it possible to meet the needs and interests of the trainees.

In addition to the supplementary materials library of the CACE/AID English Language Training Program, the program had access to a large collection of audio/visual materials on a wide range of topics, through AUC's Audio/Visual Center. Not only were these resources used in class, but also in activities such as English Club meetings and Cultural Orientation workshops.

### **Quality Control:**

One of the most important concerns of the CACE/AID English Language Training Program administration was to ensure that the program meet the highest professional standards. This was demonstrated by its commitment to the professional development of its faculty, the regular revision of its curricula, the updating of available resources, and the implementation of activities such as Cultural Orientation and English Club, which were planned to expand the learning opportunities the trainees were exposed to in the program. In order to ensure that the program always maintained its high quality, and that it met the needs of the trainees and USAID, several measures were taken. These included class observations, mid-round trainee

evaluations of the course, end-of-the-round trainee evaluations of instruction, and peer coaching.

The Program Head observed every teacher at least once per year. Each observation was preceded by a conference with the teacher to find out what would be taught in the lesson to be observed. This was also a time when the teachers requested that the Program Head pay special attention to the way they would present a certain point, or handle certain questions or situations, in order to give them feedback and suggestions. After each class visit, the Program Head met with the teacher to give feedback and evaluate the observed lesson. The Program Head identified the teacher's strengths and encouraged him/her to identify the areas where they felt improvement was needed, and suggested ways to bring about this improvement.

Another form of quality control was the administration of informal mid-round evaluations of the course by trainees. These were administered to a small number of classes during the third week of every round. The Program Head then discussed the trainees' feedback with the teachers concerned. Mid-round evaluations proved to be very constructive, since the teachers were able to find out if they were meeting the needs of the trainees early enough in the round, when there was still time to make changes if necessary.

In addition to the informal mid-round evaluations mentioned above, formal trainee evaluations of instruction were administered at the end of each round. Part of the evaluation instrument used was quantitative, while the other part was qualitative. The quantitative part of the instrument elicited feedback on issues concerning admission and registration procedures, the physical setting, course content, and instructional methods. In the qualitative part, the trainees were asked to describe what they liked most and least about the course, and make suggestions for improvement. This evaluation was administered to each class by a member of the support staff, in the absence of the teacher, during the last week of classes. The trainees' responses were then sent to CACE's Educational Assessment Unit for analysis. A report on the feedback elicited from trainees in each class was generated and was shared

with the program administration and the respective teachers. The results of these evaluations helped the program administration in making decisions concerning the program, especially when a trainee concern was consistently detected.

Peer Coaching, which is “A confidential process, through which teachers share their expertise and provide one another with feedback, support, and assistance for the purpose of refining present skills, learning new skills, and/or solving classroom related problem,” was required of all teachers as of 1989. Teachers found peer coaching extremely useful, especially when they wanted to try out new instructional techniques or activities.

To ensure that the trainees’ needs were met, teachers were required to inform their trainees of their office hours, so that the trainees could meet with them if they so desired. Teachers were also required to hold conferences with their trainees at least once per round, to discuss the trainees’ progress, problems, study habits, and how they could benefit most from the program.

## **Recommendations:**

In this section areas where improvement is needed are identified, and recommendations for maximizing the efficiency of the program are provided.

**1. Testing and Training:** The testing services offered by the program were underutilized. There were many sessions where no candidates were scheduled for testing, and many others where only a few of those nominated showed up to take the test. Towards the end of each academic year, there was often an increased demand for screening test sessions, and extra sessions were held at USAID’s request to meet the needs of the projects. CACE recommends that in future, a plan for testing trainees be developed at the beginning of each year, based on the training needs of the different projects and the target departure dates of trainees. This would enable CACE to make recommendations as to the length of time each

candidate needs in order to attain the call forward score. It would also make it possible to anticipate the training needs and develop a training plan for all candidates. Trainees would then be able to know ahead of time how many months of training they will need and which rounds they will attend. Once this information is available, written commitment should be obtained from the trainees that they would attend the classes they enroll in, as well as commitment from the employers that they would support the trainees during the entire training period in every possible way, so that training is not interrupted for any reason that could be anticipated.

**2. Nominations:** Nominations for training were often received only a few days before the first day of classes. As a result, class lists were made and sent to USAID for distribution to training officers very close to the beginning of the round. Trainees were therefore notified of their training schedules sometimes as late as the day before the first day of classes, and sometimes on or after the first day of classes. This caused a problem because many trainees were unable to disengage from other prior commitments, and dropped out midway through the training round, thus increasing the overall attrition rate. It would be more cost effective for USAID to decrease the attrition rate by nominating candidates for training three weeks prior to the beginning of a round in order to notify them of their training schedules well ahead of time, so that they can make a commitment to complete training.

**3. Release time:** Trainees were not given release time to attend English language training. This made it difficult for many trainees to complete their homework assignments in order to benefit more from the course. It would be more cost effective for USAID to insist that trainees be given release time during the training period.

**4. Other Training Commitments:** Trainees attended other training courses simultaneously with English language training. This made it difficult for trainees to focus on their English language training, and do all the required assignments. CACE recommends that those attending English language training not attend any other courses simultaneously.

**5. Awareness of Training Objectives:** Trainees were not aware of the objectives for their English language training. When asked why they were attending English language courses, many said they were told by their employers that they had to show up for an English class, but had no idea why they were being trained. CACE recommends that training officers inform trainees of their training objectives in order to enhance their investment in the course. Moreover, the English Language Training Program should be informed of these objectives in order to better meet the needs of the projects and the trainees.

## APPENDIX I

*THE AMERICAN UNIVERSITY IN CAIRO  
CENTER FOR ADULT AND CONTINUING EDUCATION  
USAID ENGLISH LANGUAGE TRAINING PROGRAM  
1995-1996 SCHEDULE OF TRAINING ROUNDS*

ROUND	BEGIN	END	FINAL	HOLIDAYS
1	Sep 11	Nov 2	Nov 5	<b>N.B.</b> Classes will be held on Sep 30, 95
2	Nov 1	Dec 19	Dec 20	Nov 23 Thanksgiving <b>N.B.</b> Includes 1 hr on a Saturday
3	Nov 7	Jan 14	Jan 15	Nov 23 Thanksgiving Dec 24 - Jan 1 Western Christmas & Mid-Year Break Jan 7 Eastern Xmas
4	Jan 2	Feb 15	Feb 18	Jan 7 Eastern Xmas <b>N.B.</b> Includes two Saturdays, Jan 13, 96 and Feb. 3, 96
5	Jan 17	Mar 17	Mar 18	* Feb 20 - 22 Eid El Fetr
6	Feb 25	Apr 10	Apr 11	Apr 7 Western Easter <b>N.B.</b> Includes one Saturday, Mar 9, 96
7 Easter	Mar 20	May 27	May 28	Apr 7 Western  Apr 14 - 15 Eastern Easter & Sham El Nessim Apr 25 Sinai Liberation Day * Apr 28 - May 2 Eid El Adha May 1 Labor Day * May 19 Islamic New Year <b>N.B.</b> Includes one Saturday, Apr 20, 96
8 Liberation Day	Apr 16	June 11	June 12	Apr 25 Sinai  * Apr 28 - May 2 Eid El Adha May 1 Labor Day * May 19 Islamic New Year

**N.B.** Includes 1 hr on a

Saturday

9

May 30

July 29

July 30

June 18 Evacuation Day  
July 23 Revolution Day  
July 28 El Mawled El Nabawi

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\* Exact Date to be confirmed

**APPENDIX II  
FACULTY PRESENTATIONS AT CONFERENCES**

YEAR	PRESENTER	CONFERENCE	TITLE OF PRESENTATION
1989-90	CAROL CLARK GAMILA MOURAD AMINA MAKHLOUF & MAHA FATHY CAROL CLARK GAMILA MOURAD NABILA SALEH	TESOL TESOL CDELT CDELT CDELT CDELT	SURVIVAL STRATEGIES FOR ADMINISTRATORS OF LARGE EFL PROGRAM ABROAD TELESCOPIC VERSUS MICROSCOPIC TEACHING: A SAMPLE LESSON ON TENSES A PRACTICAL APPLICATION OF THE COMMUNICATIVE APPROACH TOWARD THE PROFESSIONAL DEVELOPMENT OF TEACHERS IN THE 1990'S TIME FACTOR IN TEACHING ENGLISH IN THE DECADE AHEAD THE TEACHER'S ROLE IN DESIGNING SYLLABI
1990-91	AMINA MAKHLOUF & MAHA FATHY PAUL CONDIE  NABILA SALEH ZEINAB RABIE NABILA SALEH  NEHAD RIFAAT & CLIFF GARDNER PAUL CONDIE & KARIMA NASHAAT  SAWSAN MILAD	TESOL TESOL  IATEFL IATEFL CONFERENCE OF LANGUAGES AND COMMUNICATION FOR WORLD BUSINESS AND THE PROFESSION  CDELT CDELT  CDELT	EFFECTIVE TEACHING OF GRAMMAR TO ADULTS: A SAMPLE LESSON COOPERATIVE LEARNING IN TRADITIONAL LEARNING ENVIRONMENTS: DOES IT WORK?  TEACHING INTEGRATED LANGUAGE SKILLS IN SEARCH OF EXCELLENCE INTEGRATING LINGUISTICS IN ESP  AN INTEGRATIVE APPROACH TO WRITING COOPERATIVE LEARNING IN TRADITIONAL LEARNING ENVIRONMENTS: DOES IT WORK? PERSONALITY TRAITS: VOCABULARY IN EFL INTENSIVE COURSES
1991-92	JANE OTTO & ZEINAB RABIE	TESOL	TEACHER, WE NEED MORE LISTENING: AN EFL CRY

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FACULTY PRESENTATIONS AT CONFERENCES**

	NABILA SALEH PAUL CONDIE SAWSAN MILAD	TESOL TESOL TESOL	INTEGRATING LINGUISTICS IN ESP EXPLORING CLASSROOM CONTROL THROUGH STUDENTS EMPOWERMENT PERSONALITY TRAITS: VOCABULARY IN EFL INTENSIVE COURSES
1991-92	AMINA MAKHLOUF EDIE DIMOND  NEHAD RIFAAT PAUL CONDIE SAWSAN MILAD	CDELTA CDELTA  CDELTA CDELTA CDELTA	STUDENT-TEACHER CONFLICTS: CONSTRUCTIVE RESOLUTIONS MOVING BEYOND COMPREHENSION WITH AUTHENTIC CONTEXTUALIZED LISTENING MATERIALS  STUDENT GENERATED BROADCASTING SERVICES CLASSROOM DISCIPLINE: DO WE NEED TO RETHINK OUR STRATEGIES PERSONALITY TRAITS: VOCABULARY IN EFL COURSES
1992-93	NABILA SALEH NEHAD RIFAAT NABILA SALEH SAMIA ISKANDER RAJAA AQUIL SAWSAN MILAD	TESOL TESOL IATEFL IATEFL IATEFL CDELTA	TIME & TENSE OR CONCEPT & GRAMMAR STUDENT-GENERATED BROADCASTING SERVICES CHANGING FAILURE TO SUCCESS THROUGH ANALYZING CLASSROOM PROBLEMS WHICH STRATEGY? A HOLISTIC TEACHING OF MODALS "WHAT'S YOUR NAME?": A GLOBAL APPROACH FROM A SIMPLE QUESTION
1993-94	AMINA MAKHLOUF & PAUL CONDIE AMINA MAKHLOUF & RAYMOND MCGHEE LAILA MAKHLOUF NABILA SALEH RAJAA AQUIL & SAMIA ISKANDER AMINA MAKHLOUF & PAUL CONDIE JOHN MACLEAN KEITH YODER	TESOL TESOL  TESOL IATEFL IATEFL CDELTA CDELTA CDELTA	AN ADMINISTRATOR'S GUIDE TO MANAGING CHANGE MOTIVATION AND LANGUAGE ATTITUDES: LANGUAGE LEARNING IN EGYPT  THINKING LOGICALLY: CONNECTIVES FOR BETTER READING COMPREHENSION CONCEPT AND GRAMMAR CHARTS SEE NO ENGLISH, HEAR NO ENGLISH, SPEAK NO ENGLISH LEADING THROUGH CHANGE: TOWARD THE YEAR 2000 CALL/EFFECTIVE IMPLEMENTATION OF CALL IN EFL COURSES BENEATH THE ORANGE PEEL

**APPENDIX II  
FACULTY PRESENTATIONS AT CONFERENCES**

	LAILA MAKHLOUF NEHAD RIFAAT RAJAA AQUIL SAMIA ISKANDER SAWSAN MILAD	CDELTA CDELTA CDELTA CDELTA CDELTA	THINK AND LINK: CONNECTIVES FOR BETTER READING COMPREHENSION LEARNER'S ACCESS TECHNOLOGY TO DEVELOP LANGUAGE AWARENESS PERSONALIZING VOCABULARY, FUTURE'S PATH TO LEARNING WHICH STRATEGY? THE TIME BUDGET IN ADULT EFL INTENSIVE COURSES
1994-95	AMINA MAKHLOUF ANNA BAILEY & KATHY SMITH JOHN MACLEAN MONA GRANT & ZEINAB RABIE NEHAD RIFAAT LAILA MAKHLOUF NABILA SALEH SAWSAN MILAD NEHAD RIFAAT  SAWSAN MILAD	TESOL TESOL TESOL TESOL TESOL IATEFL IATEFL IATEFL FIRST EFL SKILLS CONFERENCE, AUC FIRST EFL SKILLS CONFERENCE, AUC	THE CHALLENGE OF BECOMING A TEAM CULTURAL AWARENESS: BUILDING CULTURAL BRIDGES COORDINATION & SUBORDINATION IN ARABIC SPEAKING EFL TRAINEES' WRITING YOU'RE KIDDING: ONE STRATEGY FOR READING & WRITING ENGLISH CLUB: BUILDING LANGUAGE AND CULTURAL AWARENESS CHOOSING AN ESSAY TOPIC: MORE THAN MEETS THE EYE THE INTER-RELATION BETWEEN CULTURE AND LINGUISTICS VOCABULARY BUILDING WITHIN CULTURAL AWARENESS AND LINGUISTIC BLENDS WRITING: A WHOLE LANGUAGE APPROACH  IT IS NOT JUST ENVELOPE WRITING
1995-96	AMINA MAKHLOUF MICHAEL BOWEN NEHAD RIFAAT MONA GRANT  NABILA SALEH	TESOL TESOL TESOL EXPANDING HORIZONS IN ENGLISH LANGUAGE TEACHING IATEFL	THE ADMINISTRATIVE CHALLENGE OF MANAGING DIVERSITY AND CONFLICT READING /VOCABULARY SKILLS FOR "CLOZE-MINDED" LEARNERS LEARNER'S ACCESS OF TECHNOLOGY AND THE ART OF LANGUAGE BRINGING INTEREST, CONTEXT AND AUTHENTICITY TO PRONUNCIATION TEACHING  THINK BEFORE YOU WRITE

**APPENDIX II**  
**FACULTY PRESENTATIONS AT CONFERENCES**

SAWSAN MILAD	IATEFL	WHERE ARE THE GAPS? EFL GRADED READING SKILLS
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